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**POLICY IMPLEMENTATION ON TEACHER'S COMPETENCY IMPROVEMENT
AT AR-RAUDLATUL HASANAH ISLAMIC BOARDING SCHOOL MEDAN**

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Abstract, *This study aims to describe the program of teacher competency improvement, efforts in improving teacher competence, financial policy in improving teacher competence, constraints faced in improving teacher competence, and efforts made in overcoming obstacles to improve teacher competence in Ar-Raudlatul Hasanah Islamic Boarding School Medan. Data collection techniques used were observation, interview, and documentation study. Data management consists of data reduction, data display / data presentation, data analysis, techniques to ensure the validity of research results. The results of the study revealed that the first program to increase the competence of teachers in Ar-Raudlatul Hasanah Islamic Boarding School Medan is the improvement of education qualification, equalization and certification, competency-based integrated training, education supervision, empowerment of Subject Teacher Consultant (MGMP), symposium, and other traditional training. The effort of developing the competence of teachers in Ar-Raudlatul Hasanah Islamic Boarding School Medan is by conducting education and training such as training, internship activities, school partnerships, tiered training and special training, short courses of LPTK or other educational institutions, internal coaching of schools and further education. Activities other than education and training are discussions, seminars, workshops. Obstacles in increasing the competence of teachers in Ar-Raudlatul Hasanah Islamic Boarding School Medan is influenced by factors such as structural factors, teacher personal factors, teacher economic factors, social factors, and cultural factors. Efforts to overcome the obstacles to increase the competence of teachers in Ar-Raudlatul Hasanah Islamic Boarding School Medan is always doing communication, monitoring and evaluation to ensure that the planned program can be implemented in accordance with the objectives, how far the achievement.*

Keywords: Policy Implementation, Teacher's Competence Improvement,
Ar-Raudlatul Hasanah Islamic Boarding School

INTRODUCTION

Teachers are one element in the field of education who must play an active role and put his position as a professional in accordance with the growing demands of

society. In this case the teacher is not solely as a teacher who transfers knowledge, but also as an educator who transfers values as well as mentors who provide direction and guide students in learning. Completeness of the number of teachers and the quality of the teacher will affect the success of students in learning that led to improving the quality of education.

In addition to teachers, education providers also have a strategic position and affect the quality of education as a whole. The policy of educational institutions is functional and responsible for the process of learning, education and guidance in the school environment at various levels and types of education. Its function is strategic enough it will be able to improve the learning process and guidance done by the teacher so that the education process will take place well.

Based on the results of observations in preliminary research can be argued that related to teachers who excel, teachers should be a process that can raise the dignity and authority of teachers, as evidenced by teachers who passed the certification. However, teacher certification by the government is seen as a way of ensuring teacher quality. It is not appropriate if the government imposes this program into an instant program, while the teacher's work environment does not support the maximum use of competence. If the program is imposed instantly, it is difficult to expect a significant change.

Through education the nation's educational program can be improved and developed. All policies adopted to improve and advance education have been undertaken by governments and institutions responsible for the provision of education. In this regard, the government always emphasizes the importance of education that every citizen must possess through the process of learning and teaching. Seeing the importance of education, of course, cannot be separated from the presence of various educational institutions with their roles and activities.

Associated with the above, we can observe about the existence of some policies in an effort to improve the quality of teachers. Policies will create rules of regulations, commitment to the rules of the game applicable in every organization, company or an educational institution such as schools in the process of implementation of its activities are not free from the policies. Thus the education policy is very important existence as a legal umbrella for teachers and other educators who can motivate and improve the

quality of teachers in carrying out their duties and functions in order to achieve the goals set.

LITERATURE REVIEW

Policy implementation encompasses those actions by public and private individuals (and groups) that are directed at the achievement of goals and objectives set forth in prior policy decisions. The definition has the meaning that implementation as actions by individuals (or groups) of government or private is directed to achieve the goals set in previous implementation decisions.¹

Furthermore, implementation in principle is a way for an implementation to achieve its objectives. To implement the implementation of the public, there are two choices of steps taken: (1) directly implement in the form of programs, or (2) through the formulation of derivative implementation or derivative of the public execution. Both of these options require a more systematic way of understanding.²

Furthermore, the policy formulation as the behavior of a number of actors (officials, groups, government agencies) or a series of actors in a particular field of activity. Policy is an action that leads to the goals proposed by a person, group or government in a particular environment in relation to the presence of certain constraints while looking for opportunities to achieve the goal or achieve the desired goal.³

Based on the opinions of the experts above it can be concluded that the implementation of the policy is the process by which the policy is applied or the application of the plan in practice. Implementation of policies is not limited to the actions or behaviors of alternative bodies or bureaucratic units responsible for implementing the program and leading to compliance of the target group, but moreover it also continues with a network of socio-economic political forces that influence the behavior of all parties involved and ultimately there are expected and unexpected impacts.

On the other hand, competence is the ability of a person that includes knowledge, skills, and attitudes, which can be realized in the real work that benefits

¹Budi Winarno, *Teori dan Proses Kebijakan Publik* (Yogyakarta : Media Pressindo, 2002), p. 102.

²Ryant Nugroho Dwijowijoto, *Kebijakan Publik Formulasi, Implementasi dan Evaluasi* (Jakarta : Elex Media Komputindo, 2003), p. 158

³Solichin Abdul Wahab, *Analisa Kebijakan : Dari Formulasi ke Implementasi Kebijaksanaan Negara* (Jakarta : Bumi Aksara, 2007), p. 4.

themselves and the environment. These three aspects of ability are interrelated and affect each other. The physical and mental condition as well as the spirituality of a person's great influence on the productivity of one's work, then these three aspects must be maintained also according to agreed standards.⁴

Competence then is generally defined as skills, skills, abilities. The basic word is competent, meaning proficient, capable or skilled. In the context of human resource management, the term competence refers to the attributes/characteristics of a person who make him successful in the job.⁵

Competence also relates to the capacity that exists within a person to be able to meet a requirement in carrying out a particular activity or occupation. It is as stated by Usman that the competence of teachers (teacher competency) the ability of a teacher to responsibly perform his or her duties appropriately. Teacher competence is the ability of a teacher in carrying out obligations in a responsible and reasonable manner. With the description of the definition, it can be concluded that the competence is the ability and authority of teachers in carrying out his teacher profession.⁶

Further, Purba suggests that there are five main characteristics of competence that ultimately affect the individual's performance, namely: motive, character, self-concept, knowledge, and skills. The five sources or the characteristics interact and synergize to form individual competencies.⁷

Hanafiah argues that teachers as class autonomy have the authority to undertake class reform in order to make changes in the behavior of learners in a sustainable manner in line with the task of development and demands surrounding environment. Teachers as architects' changes in the behavior of learners and at the same time as a model of learners are required to have a complete competence.⁸

Based on Government Regulation Number 19 Year 2005, the competence that must be owned by educator is competence as a learning agent that is the ability of educator to act as facilitator, motivator, motivator and inspiration learners for learners.

⁴Musfah, *Kompetensi Guru* (Jakarta : Rineka Cipta, 2011), p. 29.

⁵Sedarmayanti, *Manajemen Sumber Daya Manusia Reformasi Birokrasi dan Manajemen Pegawai Negeri Sipil* (Bandung : Refika ditama, 2011), p. 126.

⁶Moh. Uzer Usman, *Menjadi Guru Profesional*, (Bandung : Rosdakarya, 2010), p. 98.

⁷Sukarman Purba, *Kinerja Ketua Jurusan Di Perguruan Tinggi, Teori, Konsep dan Korelatnya*, p. 62.

⁸Nanang Hanafiah, *Konsep Strategi Pembelajaran* (Bandung: Refika Aditama, 2012), p. 103

This competence consists of (a) pedagogic competence, (b) personality competence, (c) professional competence and (d) social competence.

Based on the above description, then the competence of teachers is the ability of teachers in carrying out learning tasks. The ability includes: (a) mastering teaching materials, b) managing teaching and learning programs, c) managing classes, d) using media/resources, e) mastering educational foundations, f) managing teaching-learning interactions, g) assessing student achievement for education and teaching, h) to know the functions and programs of counseling and extension services, i) to recognize and administer school administration, j) to understand the principles and interpret the results of educational research for the purposes of teaching.

Islamic Boarding School is an educational institution that has a long and unique history. Historically, Islamic Boarding School included the earliest Islamic education and still survive to this day. In contrast to the later educational institutions, Islamic Boarding School has been very meritorious in printing Scholars cadres, and then plays an active role in the spread of Islam and the transfer of knowledge. However, in its development the Islamic Boarding School has undergone a transformation that allows it to lose its identity if its traditional values are not preserved. Something unique in the Islamic Boarding School world is that there are so many variations between one boarding school and other Islamic Boarding School. However, in various aspects, general similarities are found, such as the form of leadership, management organizations, *Kyai* councils or teacher councils, lesson plans, groups of students, and other sections.⁹

Islamic Boarding Schools have a religious purpose, according to the person of the *Kyai* himself. The habit of establishing Islamic Boarding School education institution is influenced by personal experience of *Kyai* during the study at Islamic Boarding School. The purpose of education in Islamic Boarding School is loaded with religious content, even a *Kyai* once explained that the establishment of Islamic Boarding School is as a charity of worship for the afterlife.¹⁰

Educational objectives in Islamic Boarding School that are not formulated in writing in a book or statistical boards are intended as a tacit attempt to avoid a raucous

34. ⁹Zamakhshari Dhofier, *Tradisi Pesantren Studi tentang Pandangan Hidup Kyai* (Jakarta: LP3S,1982), p.

¹⁰Soerjono Soekanto, *Sosiologi Suatu Pengantar*, (Jakarta : Raja Grafindo Persada, 1989), p. 41

attitude, that is to show off good deeds. Psychologically, *Kyai* have religious beliefs, that good deeds are often followed by rituals, do not get the reward of God, even though the deed is done with the effort of own effort.¹¹

METHODOLOGY

This type of research is qualitative research. According to Strauss and Corbin, qualitative research is a type of research that results in discoveries that cannot be achieved by using statistical procedures or other means of quantification.¹² One reason researcher use a qualitative approach is that qualitative research can reveal the phenomena that occur, so as to find and understand what is hidden behind the phenomenon that occurs.

Data collection in this research was conducted with 3 (three) techniques commonly used in qualitative research, that is interview, observation, and document review. Data analysis is the process of arranging the sequence of data, organizing it into a pattern, categories and units of description so that the theme can be found and can be formulated hypotheses as suggested by the data.

Data analysis techniques using techniques presented by Miles and Huberman follows:¹³

1. Data reduction, is to make the abstraction of all data obtained from field notes of observation, interview and document review. Data reduction is a form of data analysis that sharpens, expects the important things, classifies, directs, discards the unneeded and organizes the data to be systematic and can make a meaningful conclusion.
2. Presentation of data, is a set of arranged information that gives the possibility of drawing conclusions and taking action. The process of presenting this data reveals in its entirety from a group of data obtained for easy reading and comprehension, most often used for data presentation in qualitative research is with narrative text.

¹¹*Ibid.*, p. 141

¹²Anselm Strauss & Juliet Corbin, *Dasar-dasar Penelitian Kualitatif*, Terjemahan : Andi Hakim (Yogyakarta: Pustaka Pelajar, 2003), p.69.

¹³Matthew B. Miles dan A. Michael Huberman, *Analisis Data Kualitatif* (terj. Tjetjep Rohendi Rohidi, Jakarta: UI-Press, 2002),p. 16-19.

3. Conclusion, the composition of data intact, detailed and in-depth based on the data obtained from the observation, interview, and document review.

FINDINGS AND DISCUSSION

In order to foster the competence of teachers in Islamic Boarding School *Ar-Raudlatul Hasanah Medan*, the composition of Islamic Boarding School Islamic *Ar-Raudlatul Hasanah Medan*:

- 1) Academic qualification improvement program
- 2) An equalization and certification program
- 3) Competency-based training program
- 4) Educational supervision program
- 5) MGMP empowerment program
- 6) Symposium program
- 7) Other traditional training programs

Step-by-step strategy to improve the competence of teachers in Islamic Boarding School *Ar-Raudlatul Hasanah Medan*:

- 1) Education and training
- 2) Non-educational and training activities

Financial policy included in the general budget preparation at Islamic Boarding School *Raudlatul Hasanah Medan*, can be put forward the policy of budget preparation and the amount of budget / financing:

- (1) Details of Madrasah Activities and Budget Plan (RKAM) Lesson Year 2016/2017
Source of BOS Funds Period from January to June 2017 for MTs Islamic Boarding School *Ar-Raudlatul Hasanah Medan* total of the total budget given amounting to Rp.821.000.000.
- (2) Details of Madrasah Activities and Budget Plan (RKAM) Lesson Year 2016/2017
Source of BOS Funds Period from January to June 2017 MTs Islamic Boarding School *Ar-Raudlatul Hasanah Medan* from all budget tolls is then allocated exclusively for teacher competency improvement in MTs Islamic Boarding School *Ar-Raudlatul Hasanah Medan* with details activities:
 - a) Financing of teacher enhancement training Rp. 21,000,000
 - b) The purchase of teacher support facilities Rp. 12,000,000
 - c) Teacher's salary Rp. 350,000,000

- (3) Based on the above data it can be argued that the allocation of the amount of budget funds for the activity of increasing the competence of teachers MTs Islamic Boarding School *Ar-Raudlatul Hasanah Medan* sourced from BOS funds Period from January to June 2017 is Rp. 383.000.000 (Three Hundred Eighty Tigas Million Rupiah.)
- (4) Based on observations on the details of the Madrasah Activities and Budget Plans (RKM) in the 2016/2017 Lessons Year), BOS funds for MAS Islamic Boarding School *Ar-Raudlatul Hasanah Medan* can be presented as follows:
1. Details of Madrasah Activities and Budget Plan (RKAM) Lesson Year 2016/2017 Source of BOS Funds Period from January to June 2017 MAS PP Raudlatul Hasanah Medan budget allocation of Rp. 970,200,000.
 2. Details of Madrasah Activities and Budget Plans 2016/2017 Source of BOS funds for the period of January-June 2017 MAS Islamic Boarding School *Ar-Raudlatul Hasanah Medan* from all budget tolls is then allocated exclusively for the improvement of teacher competence in MTs Islamic Boarding School *Ar-Raudlatul Hasanah Medan* with details activities:
 - a. Financing of teacher enhancement training Rp. 21,000,000
 - b. The purchase of teacher support facilities Rp. 13.000000
 - c. Honorium teacher Rp. 45.000000

Based on the above data it can be argued that the allocation of the amount of budget funds for the activity of increasing the competence of teachers MTs Islamic Boarding School *Ar-Raudlatul Hasanah Medan* City sourced from BOS funds Period from January to June 2017 is Rp. 79.000.000 (Seventy Nine Million Rupiah)

- (5) Constraints in the successful implementation of guidance on the competence of teachers to prove the low quality of teachers in the implementation of learning in schools. Some indicators that can be used as evidence of low teacher competence can be put forward as follows:
1. There are still teachers who have low scientific and professional competence and concern.

2. Teachers are less motivated and motivated to empower themselves, develop professional self-efficacy and perpetuate their knowledge continuously and sustainably through educational program activities.
3. Teachers are less motivated, driven and personally moved to develop their profession as teachers. Teachers are generally still less able to write scientific work in the field of learning, finding simple and appropriate technology in the field, making learning aids, and / or creating artwork.

The efforts to overcome obstacles in improving teacher's competence is always to improve the ability and feasibility of teachers, ranging from pre-service education or the usual pre-service training to education after pursue a position of teacher or in-service training such as upgrading, seminars, workshops, training and further studies in formal education institutions. Even today the government requires a teacher must have academic qualifications, competence, and educator certificate, physical and spiritual health and must have the ability to realize the goals of national education. Academic qualifications are obtained through higher education or undergraduate diploma programs.

CONCLUSION

1. Teacher competency improvement program at Islamic Boarding School *Ar-Raudlatul Hasanah Medan* is the improvement of education qualification, equalization and certification, competency-based integrated training, education supervision, Empowerment of Subject Teacher Consultant (MGMP), symposium, and other traditional training.
2. The effort to develop the competence of teachers in Islamic Boarding School *Ar-Raudlatul Hasanah Medan* is by conducting education and training such as training, internship activities, school partnerships, tiered training and special training, short courses LPTK or other educational institutions, internal coaching of schools and further education . Activities other than education and training are discussions, seminars, workshops.
3. Financial policy to improve the competence of teachers in Islamic Boarding School *Ar-Raudlatul Hasanah Medan* is affirmed through the general budget preparation at Islamic Boarding School *Raudlatul Hasanah Medan*, can be put forward the policy of budget preparation and budget / financing consisting of R

- & D, education and care . The amount of budget set is R & D of Rp. 558.452.000, -, education of Rp. 644,578,600, - and parenting of Rp. 903,904,000- ,
4. Constraints in increasing the competence of teachers in Islamic Boarding School *Ar-Raudlatul Hasanah Medan* influenced by factors that are structural factors, teacher personal factors, teacher economic factors, social factors, and cultural factors.
 5. The efforts to overcome obstacles to increase the competence of teachers in Islamic Boarding School *Ar-Raudlatul Hasanah Medan* is always doing communication, monitoring and evaluation to ensure that the program has been planned to be implemented in accordance with the objectives, how far achievement.

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